



## Aiken Performing Arts Academy (APAA)

130 Avery Lane  
Aiken, SC 29801

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	55 Students	
<b>Principal</b>	Keisha Lloyd-Kennedy	803-644-4824
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Ms. Rosemary B. English	803-648-1128

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Excellent</b>
2011	At-Risk	At-Risk
2010	Excellent	Excellent
2009	At-Risk	At-Risk
2008	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
17	19	5	0	2

\* Ratings are calculated with data available by 11/14/2012.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	81.3%	20.0%	55.6%	70.4%	70.1%	79.8%
Passed 1 subtest (%)	6.3%	70.0%	33.3%	16.0%	18.1%	12.7%
Passed no subtests (%)	12.5%	10.0%	11.1%	13.7%	11.8%	7.6%

HSAP Passage Rate by Spring 2012

	Our High School	High Schools with Students Like Ours
Percent	100.0%	91.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	14	13	232	278
Number of Graduates in Cohort	9	8	153	203
Rate	64.3%	61.5%	69.4%	74.2%

\*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	13	14	227	282
Number of Graduates in Cohort	10	10	159	214
Rate	76.9%	71.4%	70.6%	76.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	39.1%	76.3%
English 1	59.1%	68.2%
Biology 1/Applied Biology 2	78.6%	78.9%
US History and the Constitution	50.0%	50.8%
All Tests	55.2%	68.6%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=55)</b>				
Retention rate	10.9%	Up from 0.0%	3.1%	3.0%
Attendance rate	98.8%	Down from 99.5%	95.3%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.9%
Enrolled in AP/IB programs	6.3%	Up from 0.0%	14.1%	13.4%
Successful on AP/IB exams	N/A	N/A	51.4%	50.9%
Eligible for LIFE Scholarship	22.2%	Up from 8.3%	30.3%	30.1%
Annual dropout rate	1.8%	Down from 8.1%	2.9%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	2.6%	2.7%
Enrollment in career/technology courses	28	Up from 18	437	395
Students participating in work-based experiences	0.0%	No Change	8.9%	7.4%
Career/technology students attaining technical skills	39.3%	Down from 50.0%	85.1%	84.0%
Career/technology completers placed	N/A	N/A	100.0%	98.4%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	33.3%	Down from 42.9%	63.5%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	64.8%	Down from 81.5%	88.9%	86.6%
Teacher attendance rate	98.3%	Down from 100.0%	95.4%	95.2%
Average teacher salary*	\$26,103	Down 6.8%	\$47,982	\$47,326
Professional development days/teacher	7.4 days	Up from 2.5 days	9.6 days	9.7 days
<b>School</b>				
Principal's years at school	8.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	7.7 to 1	Down from 8.7 to 1	28.6 to 1	27.1 to 1
Prime instructional time	97.3%	Down from 99.5%	88.6%	89.4%
Dollars spent per pupil**	\$7,670	N/A	\$7,521	\$7,708
Percent of expenditures for teacher salaries**	43.7%	N/A	56.6%	57.1%
Percent of expenditures for instruction**	55.3%	N/A	59.6%	59.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.5%	97.2%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	7	100.0%	67	55.2%	13	61.5%
Gender						
Male	N/A	N/A	30	53.3%	N/A	N/A
Female	N/A	N/A	37	56.8%	N/A	N/A
Racial/Ethnic Group						
White	N/A	N/A	23	52.2%	N/A	N/A
African American	N/A	N/A	44	56.8%	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	N/A	N/A	40	57.5%	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The APAA was created to provide 9th thru 12th grade high school students with unique learning opportunities in the performing and visual arts. Our academic curriculum is limited to college prep and advanced placement courses for qualifying students. Student enrollment is limited to ensure smaller class sizes. We believe the more intimate classroom environment; coupled with the opportunity to take specialized classes in dance, music, theatre and visual arts, makes our program unique. In recent years, our student population has consisted of students who have received little or no outside training, so we are exposing a new generation to the arts.

We provide multi-sensory learning versus more traditional teaching methods, as the majority of our arts students respond positively to sensory catalysts. Apart from the performing and visual arts curriculum, the teaching staff places great emphasis on the pursuit of a post secondary education. We expect our students to attend a college, university or arts institute upon graduation. This expectation is expressed in every facet of our educational program. Our guidance counselors provide personalized services for every student and parent by assisting them with individual graduation plans (IGP), college applications and scholarships. Yet, as we watch our students produce two major shows each year, there is no doubt they are learning skills [public speaking, team work, stress management] that will translate positively into their daily lives.

In order to achieve our mission, the APAA has established specific goals and objectives. Basic learner standards and programmatic strategies have also been adopted to promote student achievement. The APAA Curriculum is intended to provide each student with strong academic and artistic foundations necessary for success in post-secondary institutions or a career in the performing arts field. Individualized active learning, critical thinking, problem solving, and artistic presentation will be augmented with criterion and/or norm-based standardized tests, along with performance assessments. Students will receive 90-instructional minutes of class time to obtain credit units for their specific grade level.

Like its sister charter school, the Lloyd Kennedy Charter School, the APAA has also engineered quarterly norm-based testing to ensure academic growth falls in line with our mission. Our benchmark for measuring the fulfillment of academic standards is evaluating each quarter on how well your students perform on standardized norm-based testing. Teacher job security is based, in part, on how well the students perform or improve on testing. All benchmark tests are controlled documents created to mirror the format of standardized tests. The goal of our arts program is to offer parents, students, educators and community members a visual and performing arts platform in an academic setting.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	8	5
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	87.5%	I/S	I/S

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	N/A
Overall Grade Conversion	N/A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Aiken Performing Arts Academy (APAA) school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	76.5%	0.0%	No

Abbreviations for Missing Data

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								

All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics

All Students	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data